**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: |
| **Unit Title: Unit 0ne – Understanding Place Value**  **H,T,O** | | | | **Corresponding Unit Task: *Building up to Task One***  Day 1 | | |
| **Essential Question(s):** How do I compose numbers up to 1,000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** class copies of muffin pan template w/12 circles, blue crayons, pencils, small magnetic counters for visually modeling counting to the class on the white board, blue buttons, unifix cubes, or blue counting tiles, baggies, chart with numbers to 100 that has 2, 5, 10, shaded in different colors, chart paper to record blueberry totals tat the groups find out for 2, 5, 10) | | **Student:** | | | * **skip count** * **grouping** * **invenory** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2. NBT. 2 : Count within a 1,000; skip count by 5, 10, 100** | | | | | |
| **I Can Statement(s):I can skip count by 2, 5, 10 to 100** | | | | | |
| **Activating Strategy/Hook:**  Have you ever been to a bakery to buy a treat….cupcakes, muffins, cookies etc. Bakers have to do lots of counting to make sure they know how many treats they have left to sell, or fill orders so hey don’t run out of things for their customers. Read the book, “The Doorbell Rang” and then talk about how it’s important for a baker (or a mom in the book’s case ) to make enough so they don’t run out of inventory. (\*discuss this vocabulary tie in for later--Inventory means how much or how many you have of something.) After you read the book tell them that you have a letter or email from a chef asking for our help. The chef heard that we were great counters and he needs our help all week solving some counting challenges for him. Are you guys ready to help the baker today? He sent us all some hats to wear while we are working hard for him this week and when we wear them we are super counters! (Have hats pre made….see tutorial at this link) <http://thefirstgradeparade.blogspot.com/search/label/synonyms>  Then tell the class the baker is going to make some blueberry muffins for his customers, but he isn’t sure how many blueberries to order. He wants to get his blueberry *inventory* perfect. Some customers only like 2 blueberries in each muffin. Some like 5 in each muffin, and some like 10 in each muffin. He will make a pan of each kind. You guys are going to use skip counting today to help the baker with his blueberry order. We’ll make a list of what we find out so we can send it to him. | | | | | |
| **Teacher Directed:** I have 30 berries ….watch how I count them (teacher shows 30 magnets and slides them into pairs to count by 2s) ….How else could I do that? Hopefully students will say by 5, 10, etc. Model how the number 30 fits into being counted 3 different ways, but not every number can. Then show them the number 22….which can only be counted by twos. Model this with magnets on board. Point out that skip counting is helpful bc/ it helps you count up things faster than counting by ones. | | | | | |
| **Guided Practice:** Groups of 3 to 4 students will work together. Each group will use the blue cubes or buttons (some type of blue counter) to skip count a different way. Ex: put 2 blueberries in each muffin cup in the pan and when each muffin cup is full, skip count them all by 2. Since a muffin pan will have 12 muffin cups, they will count 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 to see how many blueberries the baker needs to order for customers who only want 2 berries per muffin. Repeat this activity by then putting all the berry counters back in 1 big pile and then putting five counters in each muffin cup and counting by fives to see what the total amount would be….then put 10 counters in each muffin cup and count them by tens and see what the total would be. | | | | | |
| **Independent Practice:** Give each student a paper muffin template with 12 empty circles. Have them use their blue crayon to make either 2, 5, or 10 dots in each circle. (They are putting the blue dots in as their blueberries. ) Then have them count the total on their own for practice and fill in the sentence at the bottom of the page to show their total. | | | | | |
| **Closing/Summarizing Strategy:** Sharing circle – Create a dictated T chart w/ class to show totals for what they counted. Ex: If the baker makes muffins with 2 berries each he will need to order 24. So the chart would say 2-24. Continue on with results or 5 and 10. Let 5 Students volunteer to share their complete paper pan template with berries colored in and read the sentences completed at the bottom. “Great job helping the baker today. Now he will know how many blueberries to order so his inventory is perfect! I can’t wait to see what skip counting challenge we will need to help the baker with tomorrow. Let’s store our hats here at school so we can use them again during math tomorrow. Since we helped the baker, we will help another community member later this week using skip counting (The treasurer.) for now let’s close up by looking at our BIG number chart (teacher has a premade number chart written to 100 with 2, 5, & 10, shaded in . Class counts to 100 by 2, 5, 10 chorally to close. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Four corners game- Draw a card, and decide if you wan to go to 2,5, 10 corner. Explain your choice. Ex: If you draw 22, you could go to 2, only. If you draw number 45, you could go to corner 5, but if you draw a number 30 you could get to 30 counting by 2, 5, or 10, so you would have to make a choice, and explain it to the teacher as to why you fit in that corner. | | | * Using manipulatives * Having a partner to help you count | | | * objects * skip count * total |
| **Assessment(s):**  Teacher observation of group work, student colored template from I.P. | | | | | | |
| **Teacher Reflection:** (Next steps)  Skip count by 100’s to 1000 and skip count by 2, 5, 10 higher than 100. | | | | | | |